



## 2019 Special Education Director Webinar

Special Education Programs  
May 21, 2019

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## All Students Graduate College, Career and Life Ready

-DOE Aspiration

Students Graduate high school ready for post-secondary  
education or the workforce.

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## College, Career and Life Ready

All students graduate college, career and life ready.



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## Proficiency in Reading by 4<sup>th</sup> Grade

## Proficiency in Math by 9<sup>th</sup> Grade

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## Effective Teachers and Leaders

Students are supported by effective  
teachers and leaders.

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## IEP Workshops

- Start July 30 to October 18
  - Advance, IEP 101, Transition Advance, and Early Childhood
- Register at DOE Events: Go Sign Me UP
  - <https://southdakota.gosignmeup.com/Public/Course/Browse>
  - Must have at least 5 people registered to hold the workshop.
  - When registering, make sure to read the description.
- Questions: contact [Melissa.Flor@state.sd.us](mailto:Melissa.Flor@state.sd.us)

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## THE BASIS OF AN IEP IS DATA. WHY GATHER DATA?

1. Base decisions on objective data (for instruction and terminating instruction)
2. Detect small changes (especially in those whose progress is slow)
3. Evaluate effects of instruction/intervention (baseline)
4. Facilitates clear & accurate communication
5. Provides required accountability or documentation (teacher conferences)
6. Allows determination of maintenance and generalization (probes)

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Schools often have many methods of collecting academic data. These include formal assessment, commercial progress monitoring programs, and teacher-created probes.

However, data collection should focus on all areas of student need, not just academic, and should be an ongoing process that involves the student, their family, and other school staff.

The IEPQ-SD website has several features that assist with data collection.

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## Behavior / Data Collection Forms

<https://sd.iepq.org/resource-library/behavior-data-collection-forms>

This section of the IEPQ site provides 20 downloadable and modifiable data collection charts in the areas of student self management, interval recording, antecedent-behavior-consequence (ABC), time sampling, and other areas. These are useful for initial and ongoing data collection.

Most charts have:

- A description of the chart
- Directions
- A sample completed chart
- A blank modifiable chart

### Interval Recording Charts

These charts are designed to allow the observer to record whether or not a target high-frequency, observable & measurable behavior occurs across short intervals of time, then ultimately giving a percentage of occurrence during a given time frame. They are not designed to provide a tally or number of the occurrences of the behavior, but rather a record of whether or not the behavior occurs. They can be used for partial interval recording to get a rate of behavior, or whole interval recording to get a duration of the behavior.

Behavior Data Form/	Brief Description/Types of behaviors	# of behaviors/# of settings
Interval Recording Single Behavior	Chart is set up in 10 second intervals up to a five minute time period, but could be changed to fit user's needs (for example to one minute intervals up to thirty minutes).	One behavior, one setting
Blank modifiable chart		

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Link	Description
<a href="#">Parent Planning Sheet</a>	These are questionnaires that can be given to IEP team members prior to the IEP meeting to help gather information about the student. (Word format)
<a href="#">Student Planning Sheet</a>	
<a href="#">Teacher Planning Sheet</a>	

 KIPP

Teacher/IPP Training Sheet

Teacher name \_\_\_\_\_ Subject area \_\_\_\_\_ Date \_\_\_\_\_

Student name \_\_\_\_\_ Student's area of need \_\_\_\_\_

Answer the form by \_\_\_\_\_

How many of the following questions about the student are prepared to share your answers with the teachers, parents, administrators and child as an IEP meeting scheduled for \_\_\_\_\_

☐ If this box is checked, please fill out the attached Standards Chart for this child in those areas that apply to your child and enter your responses to completing the rest of the form.

1. What strengths does this child exhibit in your classroom?  
Available \_\_\_\_\_

Special Needs/Referral \_\_\_\_\_

Other \_\_\_\_\_




[www.ieqqualitypartner.org](http://www.ieqqualitypartner.org)  
 Email [brandi.gerry@state.sd.us](mailto:brandi.gerry@state.sd.us) for  
 FREE access to the IEQ  
 website.

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DEPARTMENT OF EDUCATION  
*Leading. Learning. Better.*

Students enter schools that are provide an environment conducive to learning.



## SUSPENSION & EXPULSION REPORTING

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## Login Information

- Go to:  
<https://apps.sd.gov/DP42LaunchPad/Logon.aspx>
- Username are the same as last year and the same you use for other Launchpad applications
- You may need to reset your Launchpad password-click forgot password-I do not have access to them
- If you need your username I can get it to you  
— [Rebecca.cain@state.sd.us](mailto:Rebecca.cain@state.sd.us)

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## Launchpad Login



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## Information Boxes

The screenshot shows the 'Aberdeen 2017-2019' Disability Breakdown report. The table has the following structure:

Disability	1. Top 10 Causes of Death Disability is a factor in 10 of the top 10 causes of death	2. Smoking Disability is a factor in 10 of the top 10 causes of death	3. Top 10 Alcohol Disability is a factor in 10 of the top 10 causes of death	4. In School Disability is a factor in 10 of the top 10 causes of death	5. Description
1. Intellectual Disability					
2. Hearing Impairment					
3. Learning Disability					
4. Autism					
5. Emotional Difficulties					
6. Mental Health					
7. Other Health					

A yellow highlight is visible on the '4. In School' column for the 'Disability' row.

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## When You Finish Click Review and Confirm

The screenshot shows the Aberdeen City Council website. The header includes the council's name and navigation links. The main content area displays the '2018-2019 Aberdeen 06-1' budget. A green arrow points to the 'View and compare' button, which is located next to the budget title. Below the button, there is a link to 'View and compare' and a link to 'View and compare'.

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If all your data is correct you will  
get this page

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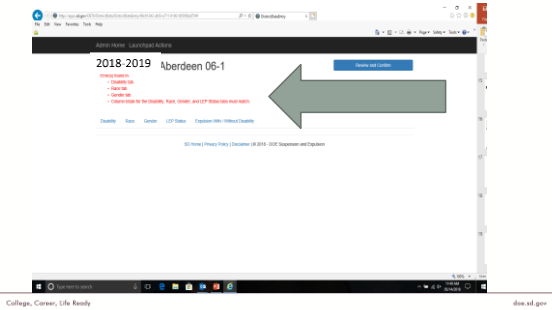
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## If Your Data is Not Correct You Will Get Red Error Messages



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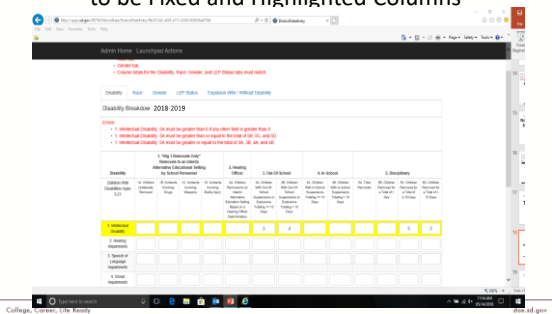
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## Each Tab Will Have Instructions on What Needs to be Fixed and Highlighted Columns



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## Common Errors You May Encounter

**Not having  
enough “Total  
Removals”  
in column 5A**

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2018-2019 Aberdeen 06-1

Header and Footer

Disability Breakdown: 2018-2019

Disability: 1. "Big 3" Exclusionary Offences, 2. Other Offences

Race: 1. White, 2. Black, 3. Asian, 4. Mixed, 5. Other, 6. Unspecified

Gender: 1. Male, 2. Female, 3. Other, 4. Unspecified

LSP Status: 1. LSP, 2. Non-LSP, 3. Other, 4. Unspecified

Expulsion With/Without Cause: 1. Expulsion, 2. Suspension, 3. Other, 4. Unspecified

Because you have one student with OSS and one with ISS, you need to have at least 2 total removals. Even if this is the same student!

2018-2019 Aberdeen 06-1

Header and Footer

Disability Breakdown: 2018-2019

Disability: 1. "Big 3" Exclusionary Offences, 2. Other Offences

Race: 1. White, 2. Black, 3. Asian, 4. Mixed, 5. Other, 6. Unspecified

Gender: 1. Male, 2. Female, 3. Other, 4. Unspecified

LSP Status: 1. LSP, 2. Non-LSP, 3. Other, 4. Unspecified

Expulsion With/Without Cause: 1. Expulsion, 2. Suspension, 3. Other, 4. Unspecified

Because you have one student with OSS and one with ISS, you need to have at least 2 total removals. Even if this is the same student!

2018-2019 Aberdeen 06-1

Header and Footer

Disability Breakdown: 2018-2019

Disability: 1. "Big 3" Exclusionary Offences, 2. Other Offences


Race: 1. White, 2. Black, 3. Asian, 4. Mixed, 5. Other, 6. Unspecified

Gender: 1. Male, 2. Female, 3. Other, 4. Unspecified

LSP Status: 1. LSP, 2. Non-LSP, 3. Other, 4. Unspecified

Expulsion With/Without Cause: 1. Expulsion, 2. Suspension, 3. Other, 4. Unspecified

Because you have one student with OSS and one with ISS, you need to have at least 2 total removals. Even if this is the same student!



# Common Errors You May Encounter

## Not reporting students who have been suspended for >10 days of OSS or ISS correctly in column 5D

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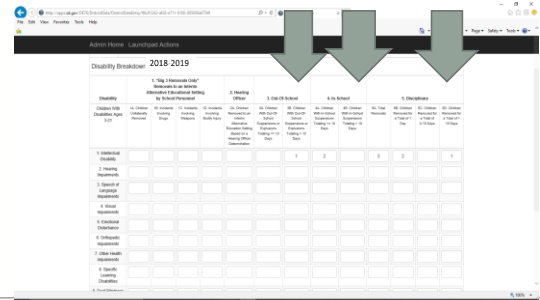
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# If you have a student reported in 3B or 4B for greater than 10 days, they need to be reported in 5D




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# Common Errors You May Encounter

## Totals not matching

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The screenshot shows a web browser window with the URL <https://doe.sd.gov/Reports/2018-2019/2018-2019%20State%20Assessment%20Results/2018-2019%20State%20Assessment%20Results.htm>. The page title is "2018-2019 2018-2019 State Assessment Results". The page content shows a table with columns for "Grade", "Subject", "Assessment", "Score", and "Status". The table is currently empty. A large green arrow points to the "2018-2019 2018-2019 State Assessment Results" text, which is highlighted in blue. The text "Totals do not match" is overlaid on the top right of the screenshot.

## Other Information

- You will not need to put zeros in
- If you have no suspension you can click review and confirm
- <http://doe.sd.gov/sped/SPP.aspx>
- Please have all data submitted by June 30
- Contact Becky Cain at [Rebecca.cain@state.sd.us](mailto:Rebecca.cain@state.sd.us) or 280-3568



## Mediator/IEP Facilitators Needed

### Qualifications:

- Be knowledgeable of and comply with the Individuals with Disabilities Education Act (IDEA) and current state and federal regulations
- Degree in Special Education or related field of study
- Maintain professionalism and impartiality
- Comply with timelines
- May not be an employee of the SEA or LEA involved in the education of the child

### Specifications of the work:

- Ability to travel statewide, as needed
- Limited Contract work
- Participate in training regarding effective mediation/facilitation strategies
- Maintain confidentiality

If you know anyone who is interested or may be interested in this work, please have them contact [Wendy Trujillo](#), Dispute Resolution Coordinator.

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## FISCAL MANAGEMENT

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## IDEA FLOWTHROUGH APPLICATION

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## Application Release Date

- Anticipated to open by May 31<sup>st</sup>
  - Due June 30<sup>th</sup>
  - Begin gathering information and prepare to enter when application opens

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## IDEA Flowthrough Application

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## Logging into the GMS

- To log into the GMS you will go to, <https://sddoe.mtwgms.org/SDDOEGMSWeb/Logon.aspx>
- The first time you log into the system you will use your email address and temporary password.
- Superintendent or Business Official can grant access if you do not have it. If you need further assistance you may call the grants management office.

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## IDEA Flowthrough Application

Some important things to remember:

- Comprehensive Plan has to be done within the last year.
- You have to meet Maintenance of Effort before the application is approved. If you have an accounting code to differentiate you can use the local only options to meet MOE.
- Districts in a cooperative also fill out the form but it is a paper version that the cooperative attaches.
- Assurances are also in the application. You must complete all assurance (Common, IDEA and GEPA Statement) before you can submit the application.

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## Change in CEIS

- CEIS will now have a separate section in the application.
- Section will contain all CEIS information (budget, reporting numbers, etc...)
- If districts are taking voluntary CEIS, they will need to identify in the allocation transferability tab how much they are allocating.

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## Who to contact

Questions?

- General application questions contact your [region representative](#)
- Troubleshooting the GMS site contact Mark Gageby at [Mark.Gageby@state.sd.us](mailto:Mark.Gageby@state.sd.us) or call (605)773.3727

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## EXTRAORDINARY COST FUND

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### ECF May 10 Meeting

- All applications funded (some reduced if had grown fund balance from previous ECF request)
- Requests funded = \$2,939,924
  - Carryover \$1,060,076 to next year
- Risk rubric includes date submitted, within 5 days or less considered high risk
- SB 1 adds Rep. Lana Greenfield to board beginning July 1, 2019

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### Special Education Interim Legislative Committee Finalized

The legislative interim committee is going to study the cost and coordination of special education services in the state.

**Eight Non-legislative members**, Sarah Carda, parent; Jennifer Conway, business manager, Harrisburg School District; Tom Culver, superintendent, Avon School District; Lorrie Esmay, superintendent, Jones County School District; Dr. Michelle Gresheth, SPED director, Sisseton School District; Don Martin, Superintendent, Timber Lake School District; Dr. Karl Oyler, faculty member, University of South Dakota; and Neil Putnam, school board member, Mitchell School Board.

**Five Legislators and one advocate**, Rep. Nancy Rasmussen (chair), Sen. Jim Bolin (vice chair), Rep. Fred Deutsch, Rep. Sue Peterson, Rep. Ray Ring, and John Hamilton, advocate, Disability Rights South Dakota.

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## DATA

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Students that have graduated, aged out or dropped out this year.

### Two Options

- **May - June:**
  - Districts **may** enter student data
  - If you decide to enter data, you will need **enter all the data** (in Appendix A)
    - Demographic information
    - Part 2 data (IEP specific information)
    - Contact information for a family member or friend
- **August through September:**
  - Check demographic information
  - District will only need to enter Part 2 data and Family Contact Info
  - Does not override what districts have already put in
  - Final validation completed in Oct 1, 2019
- Different login than Indicator 11-12
  - Use the forgot password link
  - If that doesn't work – contact [Beth.Schultz@state.sd.us](mailto:Beth.Schultz@state.sd.us)

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## If you choose to complete Appendix A now

- Login to Launch pad - <https://apps.sd.gov/DP42LaunchPad/Logon.aspx> - **Use Internet Explorer browser** (If you use Chrome or Firefox, you may get text over text)
- Select DES4SPP –
  - may look a little different as these screen shots are the state edition which has access to the entire state.
- Select Actions
- Select Post School Status Indicator 14
- Then Appendix A



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- Make sure **School Year is 2019**
- No Students To Encode means no students have been uploaded yet.
- Click the Add New button
- Enter student information.

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## Statewide Data Drill Down

Special Education Programs will be hosting our second annual state data drill down **September 18, 2019**. We are looking for 4 large, 4 medium, and 4 small districts, and 4 sped cooperative directors to join a stakeholder group to assist us with:

- Identifying areas of need in program improvement and professional development
- Provide recommendations for statewide areas of programmatic improvement
- Provide recommendations for statewide professional development.

Your participation in this activity will also help you:

- develop the skills necessary to review your special education data
- ask questions about your data
- make comparisons to similar districts
- develop a plan to assist your district with improving results for children.

- If you are interested in participating in this stakeholder group, please contact Wendy Trujillo by June 1st, 2019 at [Wendy.Trujillo@state.sd.us](mailto:Wendy.Trujillo@state.sd.us).

- Participants will receive reimbursements for travel expenses at state rates.

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## ACCOUNTABILITY

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### Key Dates (Tentative) for the 2018-19 Report Card

- **June 14:** Last date for districts to make changes to 2018-19 data in Infinite Campus, Personnel Record Form (PRF) system, Perkins CTE Data System, and Safe, Drug- and Gun-Free Data Collection System.
- **June 21:** Year-End Signoff document must be returned to DOE.
- **Aug. 5:** Districts have access to their private Report Card.
- **Aug. 12-23:** Appeals related to their Report Card data. [This is the ONLY appeal window.](#)
- **Aug. 23:** Appeal window closes at 5 p.m. CDT.
- **Sept. 13:** Department makes final decisions on appeals.
- **Sept. 16:**
  - Department shares state-level data from 2018-19 Report Card at South Dakota Board of Education Standards meeting.
  - Press release issued.
  - Public Report Card goes “live” with state-, district-, and school-level data.

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## Internal Review Document

- Replaces file review form
- Word document was updated (March 2019):
  - <https://doe.sd.gov/sped/accountability.aspx>
- Prepare for on-site reviews
- Transition page printed separately for Indicator 13 review

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## SIGNIFICANT DISPROPORTIONALITY

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### What is Disproportionality?

Disproportionality exists when students in a **racial or ethnic group** are more likely to be...

- identified as a student with a **disability**
- identified as a student with a **particular disability**
- **placed in more restrictive settings**
- **suspended or expelled**

...than students in other racial or ethnic groups

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### Background

- December 2016, regulations were updated around significant disproportionality implementing a standard methodology.
- South Dakota had stakeholder meetings about recommendation of new methodology and procedures.
- In spring of July 2018, federal indicated a hold on implementation of new methodology for 2 years.

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## Background (cont.)

- In March 2019, there was a ruling that appealed the delayed regulations.
- States are now required to move forward with implementation on new standard methodology.

## 98 Ways...

- Seven racial/ethnic groups
- Fourteen areas
  - ☐ All disabilities
  - ☐ Six disability categories (CD, ED, SLD, ASD, OHI, Sp/L)
  - ☐ Two placement categories
  - ☐ Five discipline groups
- A district has 98 “opportunities” to be identified as being significantly disproportionate

## South Dakota Methodology

	Identification	Placement	Discipline
Cell Size	10	10	10
N Size	30	30	30
Ratio/Alt Ratio	3	3	3
Years	3	3	3
Reasonable Progress	.01	.01	.01



## Proposed Procedure Change

### Current Procedure

- Every Spring (March 2019)
- District identified use current year child count (2018) and previous year(17-18) suspension data.
- District required to set aside 15% of federal funds in the upcoming IDEA application (19-20).

### Proposed changed

- Every Fall (November 2019)
- District identified use previous year child count (2018) and suspension (18-19) data.
- District would require to take the 15% CCEIS funds by:
  - Amend current application (2019-2020)
  - Set aside funds in next application (2020-2021)

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## Comments on Proposed Procedure

- If you have any comments on the proposed procedure change, please email
  - [Melissa.Flor@state.sd.us](mailto:Melissa.Flor@state.sd.us)
  - By June 1, 2019
- More information at <https://doe.sd.gov/sped/Disproportionality.aspx>

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## TEACHER OR DISTRICT SHARING

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## Alternative Certification



- Bennett County teacher Sunny Pierson
  - Pursuing the sped alternative certification to help close the need for more sped teachers
  - Thank you for your dedication to teaching and your willingness to increase your skills to assist students with special needs.

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## District Highlights –Retirements:

- Thank you to Brenda Bernard from the Sioux Falls District.

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## Next Sped Directors LiveMeeting

August 20, 2019  
10:00am CST

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